

New York State School Report Card

Comprehensive Information Report

BEDS Code: 10-13-00-01-0001
 Name: Hudson High School
 Principal: Paul Padalino

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	225	242	232
Tenth	177	167	151
Eleventh	127	122	125
Twelfth	127	148	127
Ungraded Secondary	29	4	2
Total K-12 Enrollment	685	683	637

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	28	4.1%	35	5.1%	29	4.6%
Black (Not Hispanic)	112	16.4%	119	17.4%	116	18.2%
Hispanic	39	5.7%	31	4.5%	34	5.3%
White (Not Hispanic)	506	73.9%	498	72.9%	458	71.9%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	23	23	18
Mathematics Grade 10	0	22	19
Science Grade 10	18	21	19
Social Studies Grade 10	22	18	17

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	21	3.1%	0	0.0%	26	4.1%
Eligible for Free Lunch	170	24.8%	142	20.8%	174	27.3%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		88.0%		92.0%		93.0%
Student Suspensions	105	16.5%	125	18.3%	133	19.5%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2001-02	2002-03	2003-04
Reduced Lunch	9.1%	9.5%	10.8%
Public Assistance	21-30%	41-50%	41-50%
Student Stability	100%	97%	98%

Staff Counts

Staff	2003-04
Total Teachers	50
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	3

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	84	46	55%	123	58	47%	93	42	45%
Students with Disabilities	6	0	0%	4	1	25%	9	0	0%
All Students	90	46	51%	127	59	46%	102	42	41%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	33	56	0	5	7	1
Percent	32%	55%	0%	5%	7%	1%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
9	0	9	18

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	16		35		33	6.1%
	Entered GED Program*	12		26		14	2.6%
	Total Noncompleters	28		61		47	8.7%
Students with Disabilities	Dropped Out	1		7		12	11.9%
	Entered GED Program*	1		2		1	1.0%
	Total Noncompleters	2		9		13	12.9%
All Students	Dropped Out	17	2.5%	42	6.1%	45	7.0%
	Entered GED Program*	13	1.9%	28	4.1%	15	2.3%
	Total Noncompleters	30	4.4%	70	10.2%	60	9.4%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K–3

Grades	2001–02	2002–03	2003–04
K–1	0%	0%	0%
2–3	0%	0%	0%

Students Developing a Career Plan, 4–12

Grades		2001–02	2002–03	2003–04
4–5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6–8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9–12	Number of General-Education Students	0	589	541
	Number of Students with Disabilities	72	90	96
	Number of All Students	72	679	637
	Percent of Enrollment	11%	99%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form – D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	0	0%
Science	0	0%	2	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	3	#	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	56%	8	50%	10	90%
Science	21	24%	11	18%	10	80%
Reading	25	24%	16	31%	16	75%
Writing	14	43%	12	33%	14	86%
Global Studies	3	#	5	60%	7	71%
U.S. Hist & Gov't	23	26%	0	0%	5	80%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	112	124	147	4	8	12
Number Scoring 55–100	104	109	139	#	3	9
Number Scoring 65–100	91	106	119	#	3	4
Number Scoring 85–100	38	32	49	#	0	0
Percentage of Tested Scoring 55–100	93%	88%	95%	#	38%	75%
Percentage of Tested Scoring 65–100	81%	85%	81%	#	38%	33%
Percentage of Tested Scoring 85–100	34%	26%	33%	#	0%	0%
Mathematics A						
Number Tested	5	100	215	1	6	24
Number Scoring 55–100	1	76	197	#	2	19
Number Scoring 65–100	0	48	161	#	1	14
Number Scoring 85–100	0	4	18	#	0	0
Percentage of Tested Scoring 55–100	20%	76%	92%	#	33%	79%
Percentage of Tested Scoring 65–100	0%	48%	75%	#	17%	58%
Percentage of Tested Scoring 85–100	0%	4%	8%	#	0%	0%
Mathematics B						
Number Tested	0	0	29	0	0	0
Number Scoring 55–100	0	0	25	0	0	0
Number Scoring 65–100	0	0	22	0	0	0
Number Scoring 85–100	0	0	8	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	86%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	76%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	28%	0%	0%	0%
Global History and Geography						
Number Tested	141	180	166	9	14	11
Number Scoring 55–100	119	132	147	5	2	7
Number Scoring 65–100	87	111	124	1	0	6
Number Scoring 85–100	19	35	56	0	0	1
Percentage of Tested Scoring 55–100	84%	73%	89%	56%	14%	64%
Percentage of Tested Scoring 65–100	62%	62%	75%	11%	0%	55%
Percentage of Tested Scoring 85–100	13%	19%	34%	0%	0%	9%
U.S. History and Government						
Number Tested	134	139	137	7	8	11
Number Scoring 55–100	119	132	117	3	8	5
Number Scoring 65–100	85	111	106	1	3	4
Number Scoring 85–100	20	44	50	0	0	0
Percentage of Tested Scoring 55–100	89%	95%	85%	43%	100%	45%
Percentage of Tested Scoring 65–100	63%	80%	77%	14%	38%	36%
Percentage of Tested Scoring 85–100	15%	32%	36%	0%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	116	87	121	8	0	5
Number Scoring 55–100	115	86	119	7	0	5
Number Scoring 65–100	108	82	110	5	0	3
Number Scoring 85–100	16	28	28	0	0	0
Percentage of Tested Scoring 55–100	99%	99%	98%	88%	0%	100%
Percentage of Tested Scoring 65–100	93%	94%	91%	62%	0%	60%
Percentage of Tested Scoring 85–100	14%	32%	23%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	107	212	178	5	14	20
Number Scoring 55–100	94	162	130	1	7	11
Number Scoring 65–100	81	132	95	0	5	5
Number Scoring 85–100	20	34	18	0	0	0
Percentage of Tested Scoring 55–100	88%	76%	73%	20%	50%	55%
Percentage of Tested Scoring 65–100	76%	62%	53%	0%	36%	25%
Percentage of Tested Scoring 85–100	19%	16%	10%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	56	65	55	2	1	1
Number Scoring 55–100	52	58	53	#	#	#
Number Scoring 65–100	37	48	46	#	#	#
Number Scoring 85–100	3	5	3	#	#	#
Percentage of Tested Scoring 55–100	93%	89%	96%	#	#	#
Percentage of Tested Scoring 65–100	66%	74%	84%	#	#	#
Percentage of Tested Scoring 85–100	5%	8%	5%	#	#	#
Physical Setting/Physics						
Number Tested			17			0
Number Scoring 55–100			15			0
Number Scoring 65–100			15			0
Number Scoring 85–100			3			0
Percentage of Tested Scoring 55–100			88%			0%
Percentage of Tested Scoring 65–100			88%			0%
Percentage of Tested Scoring 85–100			18%			0%

* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive French						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Italian						
Number Tested	19	13	24	0	0	0
Number Scoring 55–100	19	12	24	0	0	0
Number Scoring 65–100	19	12	24	0	0	0
Number Scoring 85–100	4	3	15	0	0	0
Percentage of Tested Scoring 55–100	100%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	21%	23%	62%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	61	59	46	0	0	2
Number Scoring 55–100	61	59	45	0	0	#
Number Scoring 65–100	61	58	44	0	0	#
Number Scoring 85–100	23	33	30	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	98%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	98%	96%	0%	0%	#
Percentage of Tested Scoring 85–100	38%	56%	65%	0%	0%	#
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	41	58	4	1	2	0
Number Scoring 55-100	36	53	#	#	#	0
Number Scoring 65-100	33	46	#	#	#	0
Number Scoring 85-100	12	24	#	#	#	0
Percentage of Tested Scoring 55-100	88%	91%	#	#	#	0%
Percentage of Tested Scoring 65-100	80%	79%	#	#	#	0%
Percentage of Tested Scoring 85-100	29%	41%	#	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	16	100%	28	100%	26	85%
Students with Disabilities	2	#	11	82%	9	78%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA)

2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	110	110	110	20	20	20	130	130	130
Number Scoring 55–64	14	7	1	3	3	3	17	10	4
Number Scoring 65–84	63	47	72	2	2	4	65	49	76
Number Scoring 85–100	20	40	24	0	0	0	20	40	24
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)